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ABSTRACT

This profile in outline form of the English language teaching situation in Sweden discusses the role of English within Swedish society and within the Swedish educational system. The status of English as the principal foreign language since 1945 for use in business, the media and tourism is pointed out. The system of English instruction in the comprehensive school, the gymnasium and on the university level is discussed. The composition of the teaching cadre and opportunities for professional improvement are treated, as are teaching materials, English outside the educational system, and British and American support for the teaching of English. A general concluding statement examines the strengths and weaknesses of the system and gives some information on current research. A supplementary outline of the current status of literature in education, translation, libraries and post-graduate study in Sweden and abroad accompanies the profile. (AMH)

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ENGLISH TEACHING INFORMATION CENTRE

ENGLISH LANGUAGE TEACHING PROFILE

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Country: SWEDEN

September 1978

## 1. Role of English

1.1 Up to the end of the Second World War German was the first foreign language taught in Swedish schools. Soon after 1945, however, English replaced German with the result that there is now a fairly clear dividing line between people over 45 who, when they need to use a foreign language at all, prefer German, and those below the age of 45 who feel more at home in English. Even so most of the older professional generation speak adequate, if somewhat formal, English for ordinary conversational purposes, while the English of the younger generation is often proficient.

1.2 English is not a medium of instruction, though university students can all read English with varying degrees of proficiency and textbooks in the language are often prescribed. Nor is it much used inside the country, though a number of larger firms with international connections (such as SKF) make considerable use of it at certain levels and in certain departments. There are also firms with special training sections, such as Atlas-Copco, who offer tuition in English on a voluntary basis to their employees, and occasionally run special courses for executives. The Swedish Institute, an organisation comparable to, and in some respects modelled after, the British Council, publishes a large amount of information about Sweden in English. Most public libraries, and the larger bookshops, hold considerable stocks of books in English, and Swedish TV makes considerable use of both American and English feature films, and BBC/ITV TV programmes, which are never dubbed in Swedish, but merely subtitled.

1.3 The Swedish attitude to their own language, and hence to English, is a realistic one. Unlike the French they do not expect foreigners to learn their language, since it is useless outside Sweden, and are quite happy about conducting all business with the rest of the world through English. Places of tourist interest, public monuments, museums etc often have notices printed in Swedish and English side by side. In the summer months newspapers print items of tourist interest in English, and throughout the year one national daily newspaper at least prints a strip cartoon in its original English.

## 2. English within the Educational System

2.1 Throughout the last decade Sweden has been reorganising her educational system. There are now basically only two types of school: comprehensive and upper secondary. The comprehensive school (grundskola) is compulsory for all children between the ages of 7 and 16. Education after the age of 16 is voluntary, but the majority of pupils go on to the upper secondary school (gymnasium) for a 2 or 3 year course (or, in a technical option only, a 4 year course). It is estimated that at the present time more than 70% of all pupils attend gymnasia.

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2.2 The comprehensive school, which is also referred to as the 9-year compulsory school, is divided into three sections of three years each - junior, middle and senior. English is introduced as a compulsory subject in the last year of the junior section and continued to the 9th and last year, but the number of hours per week devoted to it varies from 2 to 4 according to the year, and it is taught by class teachers (not specialists) up to Grade 7. In the last three years of the senior section a number of different options become available, and some of these options include either French or German as a second foreign language, generally for 4 hours per week. At this stage (högstadiet) a form of "setting" is practised in English, other foreign languages and mathematics, but in the junior and middle levels of the comprehensive school mixed-ability teaching prevails for these and all other subjects.

2.3 Real specialization begins in the gymnasium, where as many as 22 course options become available. Seventeen of these provide vocational training and last for 2 years only. English can be continued, though at different levels of intensity in all of them, and in some options either Russian or Spanish can be started as a third foreign language. Newly-built gymnasia often serve also as community centres and have facilities such as swimming-pools, theatres and cafeterias. The Government pursues with determination a policy of social and sexual equality, so that all schools are state-schools, (there are virtually no private schools left), all are free, all are co-educational, and no subjects are reserved for boys or girls only.

2.4 There is no specialization in literature at the "gymnasium", but readers are studied which contain extracts mostly from modern British, Commonwealth and American writers. The object is obviously to give an insight into life and institutions. Some of these readers are tendentious, in that the extracts chosen are sometimes by Britons and Americans critical of their own institutions. Topics such as advertising, race relations and poverty rather lend themselves to this sort of treatment.

2.5 Transition from the comprehensive to the upper secondary school, and from the latter to the university, is not dependent in Sweden on the passing of external examinations. The latter have been replaced by a series of standard tests issued and approved by the National Board of Education, which also provides diagnostic tests for teachers' use. Only 'core' subjects, of which English is one, are tested by these means, in Grades 6 and 9 of the comprehensive school and in the second year of the gymnasium, and the leaving certificate ('slutbetyg') records marks for each core subject on the basis of a standardized scale from 1-5. This scale is based on average performance in the country as a whole and has come in for considerable public criticism, as has a radical recent proposal to abandon all forms of grading in the leaving certificate. Opposition to this proposal, from employers, universities and other sections of the public anxious to maintain academic standards, is such that its implementation is very doubtful.

2.6 There is a small Inspectorate which functions in much the same way as HMI's. It consists of 26 full-time Inspectors (2 for English), 13 of whom are appointed for periods of 6 years, which may be renewed; and 5 part-time Inspectors. They work on a specialist subject basis and cover the whole country but are all responsible to the National Board of Education, which in addition has School Consultants, who are subject specialists like the Inspectors and generally emerge from the ranks of the latter. The National Board of Education, which is the controlling

body for all education between the years 7 and 19, has a total staff of 775, whereas the Ministry of Education employs less than a quarter of that number.

2.7 There is no emphasis on the teaching of English for special purposes up to the end of secondary schooling. At university-type institutions, such as the Handelshögskola in Stockholm (College of Commerce or Business Studies), some attention is paid to the kind of register the students need to be most familiar with and during the past year materials designed for role-play practice have been used at the Handelshögskola with some degree of success.

2.8 There are 6 universities (excluding universities of technology), all of which have fully-fledged Departments of English. Traditionally, these have been mainly devoted to producing graduates for the teaching profession, but they are increasingly active as service departments, providing language courses both for part-time mature students and for undergraduates in other disciplines. Some experiments in distance-teaching are also taking place.

Undergraduates in all universities must follow a credit-point system, by which they accumulate points at the rate of 40 per year, and need 120 to qualify for a first degree. The number of points one can accumulate in any one subject (in any one language, for example) is limited to 60, so there is nothing equivalent to an honours degree course in English. Study of English literature in depth is pursued only by postgraduate students.

3. Teaching Cadre

3.1 Teacher training is concentrated in Colleges of Education (now known as "högskolor", and nominally integrated with the universities) and nearly all teachers have professional training. Teachers in the first 2 stages of the comprehensive school take a 3-year course in these colleges, while teachers in the last stage and in the gymnasia are graduates who must have taken a year's course at the same colleges. There are now 32 Colleges of Education - many of which are small, and cater for specific forms of training such as nursing - and 9 of these are equipped to take graduates. The intake of students has recently risen, but much of the increase is accounted for by a recent trend towards training for pre-school education and leisure-time pursuits. There is very occasional provision for short in-service courses, and 3-week courses for Swedish teachers of English are held in England in the summer (in 1978, at the Hove English Language Centre and Manchester Polytechnic). There are 5 compulsory "study days" per year, which have tended to be rather general and discursive, and to lack practical focus and application. The Representative has taken part in most of these in recent months, and has had a positive response from teachers in both the comprehensive schools and the gymnasia to the teacher-training films produced at ELTI (which are also in demand by adult-teaching institutions for in-service training), and to the display and discussion of British-published supplementary materials.

3.2 There are no British or other foreign teachers in the schools, except for a few who have married in Sweden, and settled down here permanently. There are, however, quite a lot of teachers of British and other nationalities in adult education (see para 5) some of whom teach part-time in schools; and also some British lecturers in the English Departments of the universities. Intake into these departments

increased rapidly in 1977, when entry requirements to many university courses (including English) were radically lowered to enable students over 25 with 4 years' work experience and minimal academic qualifications to enrol. Much of this increase is in part-time courses, and the relaxed entry requirements have already resulted in a high failure rate and drop-out rate in the first year of the reform. The Stockholm English Department, the largest in Sweden, has a current intake of 1400 students compared with some 1000 in 1976, and there has not to date been any proportionate increase in teaching staff.

3.3 The main professional associaton is the National Association for Teachers of Modern Languages known as LMS, whose President is Sverker Bengtsson of Linköping. It publishes two quarterly journals: "Lingua" which costs Kr 50 per year's subscription and "Moderna Språk", which costs Kr 78. The Association holds an annual conference in January, and is said to be quite powerful. Certainly the National Board of Education consults it on language-teaching matters.

3.4 Syllabus development, research and in-service training in the teaching of English is concentrated in the College of Education at Uppsala, one of the nine Colleges which train graduate teachers. (In Sweden the preferred terms for non-graduate and graduate teachers respectively are class teachers and subject teachers, the change becoming operative in the 7th year of the grundskola).

3.5 The main functions of this special department at Uppsala (Fortbildningsavdelningen, or In-Service Training Department) may be described as follows:

3.5.1 to arrange summer schools for language teachers in Britain, France and Germany. For these teachers the government pays the greater part of the course fees (each teacher paying a nominal sum of Kr 100) plus fares. This year 4 3-week courses were arranged, two each at the Hove English Language Centre and two at the Didsbury branch of Manchester Polytechnic: a total of 105 attended these courses, which were designed for teachers of English in the comprehensive schools (Hove) and the gymnasia (Manchester) respectively;

3.5.2 to arrange short courses throughout the year at Uppsala;

3.5.3 to arrange programmes for the five so-called Study Days per year, which all Swedish teachers attend (held on normal working days);

3.5.4 to prepare and circulate instructional material to language teachers (in Swedish). These are prepared as and when the need arises. English necessarily takes pride of place since it is the only foreign language taught in the second stage of the grundskola (and since September 1972 in the last year of the first stage in Grade 3). This means that the only language which has been taught by non-graduate class teachers, as distinct from graduate subject teachers, is English. In the pre-service training of class teachers, which lasts 3 years, no special emphasis is placed on English, which is treated as just another subject. The work of the Uppsala unit should, therefore, be viewed in this context.



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4. Teaching Materials

4.1 School textbooks and teaching aids are produced in Sweden by some ten publishing houses on a competitive basis. Curricula are laid down by the National Board of Education. The National Board of Education itself also produces textbooks, but generally only in fields where material would otherwise be lacking, and not therefore in English. And it has a unit devoted to educational research and development. In the compulsory schools and the gymnasia all textbooks are provided free, but in the gymnasia a loan system operates whereby some textbooks must be returned at the end of the academic year. Many, but not all, of the municipal councils maintain audio-visual centres where radio-programmes are taped, and films and film-strips stocked, and then distributed to teachers as ordered. Both the quality and quantity of books and other aids available is quite high, but Sweden has not yet developed teachers' centres comparable with those in Denmark, where large and up-to-date international stocks of textbooks and tapes are available for inspection by teachers, and seminar rooms and facilities for teachers to prepare their own supplementary materials are provided.

5. English outside the Educational System

5.1 English is very extensively taught outside the school system by a number of State-subsidised adult education organisations. Each of the universities has a Board of Extra-mural Education known as "Kursverksamheten vid (Stockholms etc) Universitet", and the two main Trade Unions, known as TBV (for white-collar workers) and ABF (for blue-collar workers) are also very active in the field of adult education. Another organisation, known as the Medborgarskolan or Citizens School, is connected with a political party (Conservative). All of these offer classes in a wide range of subjects, at very reasonable fees, and between them they cover most of the country. Stockholm University's Kursverksamheten now has about 11,000 people in the country area studying English - at all levels - at any one time. These figures include a number of employees from business firms in the Stockholm area, and indicate a quite rapid increase in enrolment over the past few years. The full-time teachers are mostly British, either on short-term contracts or permanently resident in the country but Kursverksamheten also employs a considerable number of teachers, British and Swedish, on a part-time basis. All these organisations, but especially the Stockholm KV, as it is called, also arrange for students to take courses abroad (in recent months over 1,000 students attended courses at the Hove English Language Centre for periods of between 2 weeks and 3 months). Furthermore, the Stockholm KV has an office known as the British Centre which recruits some 50 British teachers a year to work in provincial towns all over the country. Very few of them are experienced in ELT when they arrive, but they are given an introductory course and helped in other ways to find their professional feet and a number obtain an RSA qualification during their stay here. One of the Recognised Language Schools in Britain - not surprisingly, the English Language Centre at Hove - is connected with this enterprise, and is in fact owned by the Stockholm KV.

5.2 The British Centre produces its own teaching material, and so do some of the other organisations. Some attempts have been made to teach English for Special Purposes - in the fields of commerce, insurance, medicine and nursing - but with only moderate success.

5.3 There are virtually no private commercial schools of English as we know them, though there are at least two fairly large correspondence

schools: Hermods and Brevskola, which teach English, often in conjunction with Swedish Radio's ELT programmes.

5.4 The Swedish International Development Authority (SIDA) holds intensive 2-week courses in English (at a training centre in Västerås) for Swedes who are going out to work in developing countries.

6. British Support for the teaching of English

6.1 There are no Council ELT staff in Sweden except for the present Representative, who has taken part in several in-service training courses in Stockholm and elsewhere. Teachers for the adult education organisations are recruited directly (see para 5), but there is a certain amount of recruiting both for these organisations and for the University English Departments from among Britons who have married Swedes and live here permanently. Several expatriate British teachers such as Michael Knight have become household names in Sweden through writing and presenting ELT programmes for Swedish Radio and Television.

6.2 The Swedish National Board of Education employs a number of Foreign Language Advisers ("Språkassistenter"), who are attached to Fortbildningsavdelningen in Uppsala, and whose task - actually rather ill-defined - is to visit schools and advise teachers, conduct refresher courses, lecture on 'study days' etc. They seem to have a fairly free hand, but no real security of tenure. There are at present three English advisers: John McClintock, Eric Kinrade and Mrs Patricia Nilsson (working part-time).

6.3 Though some are to be found in adult institutions British teaching materials are not widely used in the schools, with the exception of the Kaleidoscope course and some Mary Glasgow material, for example. Generally speaking the Swedes produce their own materials and these are generally of good quality, though not as advanced in the teaching of communicative skills and the application of the notional/functional approach as those now being published in Britain. Considerable influence over choice of materials is exercised by Statens Institut för Läromedelsinformation (State Institute for Information on Teaching Materials) which publishes lists of recommended books and tapes for use in comprehensive schools, gymnasia and adult institutions, on the basis of their accordance with nationally-prescribed syllabus guidelines. The present list includes 'Kaleidoscope' and 'Talk English' (the latter at gymnasium level), both of which are published in Sweden by agreement with local publishers, but as will be seen from the enclosed catalogues for the comprehensive school, the great majority of recommended materials are by Swedish or expatriate British authors. Core course materials are virtually restricted to those listed, but supplementary materials, from whatever published source, can be obtained by schools if teachers are prepared to make out a strong case for them to their local authority.

6.4 The holder of the Chair of Linguistics at the University of Lund, Jan Svartvik, worked for three years in London with Randolph Quirk, is one of the authors of "A Grammar of Contemporary English" and is at present working on the "Survey of Spoken English". He has also written grammars of English for Swedish schools, and both his "Communicative Grammar" and his "Swedish-English Contrastive Grammar" are in use at post-secondary levels.

7. American Support for the Teaching of English

7.1 Practically non-existent. There is an American Cultural Centre separate from the Embassy, but it holds no classes. It arranges

lectures and discussions, generally angled towards support for American foreign policy and maintains a small library (which has, however, no fiction). The Director is an established member of the American Foreign Service. There is a fairly large scholarship/exchange programme which is handled by a separate Fulbright Commission office.

8. General Statement

8.1 The Swedish ELT position is undoubtedly a strong one, for the following reasons:

8.1.1 All children must learn English for 7 years.

8.1.2 The range and quality of teaching materials is generally good, and many schools are quite lavishly equipped with modern teaching aids. School broadcasts are generally good.

8.1.3 All teachers are qualified, and generally speaking their command of the language is reasonably proficient. Obviously there are exceptions, especially in the comprehensive schools, where the teaching of English up to Grade 7 is done by class teachers who have not specialised in the language before beginning their careers.

8.1.4 There are ample opportunities for adults to continue learning English or to start learning it if they did not start in schools, and this includes old-age pensioners.

8.1.5 Books in English are widely available in the public libraries, which are themselves excellent, and in all larger book-shops, though at generally high prices. Many British and American films and TV programmes are shown, and always subtitled, never dubbed.

8.1.6 There are also special facilities for students and adults to make cheap study trips abroad.

8.2 The main weakness, one suspects, lies in the assumption, which is common in other countries too, that a graduate has an adequate command of English for teaching purposes and needs no further instruction in this subject. The one-year postgraduate courses at "högskolor" concentrate exclusively on pedagogy and practice teaching (one term each in a two-term year).

8.3 There is also a certain reluctance among teachers to attend residential week-end or summer courses in Sweden, with the result that in-service training is mainly restricted to the compulsory study days, and opportunities for practical group work and effective follow-up are almost entirely lacking. There is some tendency for the content of the isolated study days to be centred upon very general topics such as the social role of the teacher, broad proposals for curricular reform and so on, with the teachers playing a rather passive part in the proceedings, while attention to specific language-learning problems has been peripheral.

8.4 Teachers of English in the comprehensive schools do not teach the subject exclusively, and may devote more hours to the teaching of combined subjects such as Swedish or a second foreign language than they do to English, with the result that it is frequently difficult or impossible

for them to develop a proper specialism in the language itself or to keep abreast of modern techniques and insights into TEFL. There is also a not uncommon tendency to cling closely to the textbook throughout the school teaching programme, or to dispense with it altogether in order to engage in unstructured 'discussion' of well-worn topics such as drugs, abortion and delinquency.

8.5 It is arguable that a teaching programme thinly spread over 7 years at comprehensive school - a situation by no means peculiar to Sweden - results in a deterioration of pupil motivation around age 14. There is, in my view and that of many teachers I have worked with, a need for a more appealing communication-based presentation of English at that stage in particular, and for a more inventive and purposeful use of the language laboratory to develop listening comprehension skills through "information transfer" practice and as a step towards subsequent group work. The course on "The Use of the Language Laboratory" in which Gill Sturtridge participated in May of this year, met with considerable interest, as did the April seminar at Solbacka on "Communication in the classroom", to which Keith Mitchell was invited.

8.6 There is a Nordic Cultural Secretariat, based in Copenhagen, which has been working for some years on plans to standardize the curricula for the teaching of English and mathematics (and subsequently other subjects) at primary school level (grundskola) in the four Scandinavian countries. This seems to be pursuing uniformity for the sake of uniformity, but it is part of a powerful movement for Nordic cooperation on all fronts.

## 9. Current Research

9.1 Some research is always in progress at university departments of English and of Linguistics, mainly by candidates for PhD degrees, which generally take at least 4 years. Information on specific research projects is usually available from CILT. A major preoccupation, in all departments is English for Special Purposes, and there is general interest in examining ways of developing communicative competence in the teaching of English at all levels.

If this Profile is more than a year old further up-to-date information may be found in ETIC Archives.

ELT PROFILE: SWEDEN

LITERATURE ANNEX September 1978

## 1. Status of Literature

1.1 Swedish literature is only very superficially studied in the schools, and English literature does not exist as a separate subject, with the result that the majority of students entering higher education have a very slight knowledge indeed of literary style, structure or history, and are ill-equipped with standards of comparison with which to judge the literary merits of a given novel or poem. Swedish literary tradition runs broadly parallel with that of other northern and western European countries from the 18th-century to the present, with particular emphasis on 19th-century romanticism (eg in lyric poetry) and early 20th-century expressionism.

1.2 No local writers, apart from a few expatriate native speakers, write in English and there is no local publishing of fiction in English. Several classical works of English literature are available in translation, and are quite widely read by the middle to older generations, as are translations of novels by many major writers such as Greene, Lessing and Fowles. Trevi Press in particular is active in promoting and translating works by women novelists such as O'Brien, and many best-sellers are quick to appear in the bookshops, both in translation and in English. British novels are frequently given 'Book of the Month' promotion by the rapidly flourishing book clubs, thus virtually guaranteeing extensive sales. Fiction in English is very well stocked in the public libraries and borrowing figures are high.

1.3 Many foreign works are published in Swedish translations, and the great majority of these are by English speaking authors. The existence of the Nobel Prize for "Literature" is an encouragement to authors and publishers alike to have their works translated, since that makes them more accessible to the Selection Committee of the Swedish Academy. And if all the works of a prizewinner are not available in Swedish when the prize is first announced, they very quickly become so afterwards.

1.4 The Swedish public library service is excellent, and all larger libraries carry considerable stocks of foreign literature, in which British authors easily predominate. Special attention is paid to the needs of children, who are very well catered for. The bookshops in the larger cities also carry a considerable range of British fiction, with the emphasis on paperback editions. All books sold in Sweden are subject to a value added tax of 20.63% and for this reason and other reasons British books generally cost at least 70% more than they do in the UK.

## 2. School Education

2.1 English literature is not taught as a separate subject in schools. Extracts from literary texts in English, including of course American and Commonwealth literature, are occasionally used in the gymnasia between the ages of 16 and 19, and then to develop language skills rather than to provide insights into literary style and structure. Consequently, students going on to further or higher education have a reasonable reading knowledge but few if any critical standards. There

is, moreover, a growing tendency for such anthologies as have previously been used in the schools to be replaced by non-fictional extracts on social topics.

2.2 There is no literature element in the language tests at school, and all external examinations of the GCE type have long been abolished. Many post-secondary students take UK-based examinations such as Cambridge Proficiency (though rarely the Literature option). Teachers have no in-service training in the teaching of English literature, and although they read literary texts in their pre-service training the courses they take do not adequately equip them to teach literature.

3. Universities

3.1 All undergraduates in all faculties are expected to be able to read English, though in 1977 there was a lowering of entry requirements to most courses, including English, to accommodate more part-time students and those over 25 with a minimum of 4 years' "work experience", which may be interpreted to include housewives. As a result, there has been considerable pressure on university resources to cope with an increased intake, and both the failure and drop-out rates rose at the end of the past academic year. The proportion of students aiming at a full degree has declined.

3.2 In the language departments of the universities it is not possible to read one language exclusively ie to take an honours degree. There are of course many more students reading English than any of the other modern languages. The Swedish degree system is similar to the American, in that students accumulate credit points at the rate of 20 per term, or 40 per year of full time study. 120 points are needed to qualify for a first degree (Fil.kand). Not more than 60 points can be gained from reading a single subject, and students can now qualify for teaching with 40 points compared with 60 as before.

3.3 In the case of students who wish to "major" in English, the normal procedure is to take one or two foundation courses worth 40 points altogether and to follow that with a supplementary course for a further 20 points, awarded by continuous assessment, in some cases supplemented by a written examination, requiring brief essay-type answers. The foundation courses include some study of phonetics, linguistics, literary texts, and the social and economic backgrounds of both Britain and the USA. The supplementary courses have different emphases eg American studies, linguistic studies and literary studies (poetry in English is offered eg at Stockholm University, but is less popular than "the modern novel"). If a supplementary course includes a literary option, the reading requirements will generally be expressed as a certain number of pages or lines of poetry to be read: students usually read a considerable amount of English fiction (some 25 novels or plays at least before they graduate) but this is designed more to develop their language skills and cultural awareness than to give training in textual criticism. More attention is paid to modern periods than the earlier periods and there is usually no need to read any author earlier than Shakespeare.

3.4 Students have access to public library stocks, and the university bookshops are well stocked on the whole with prescribed texts, but retail prices are high. The university libraries, both general and departmental, vary in quality and are somewhat inadequate for research work, with the outstanding exception of the Caroline Library at Uppsala. Audio-visual aids are rarely used, though interest has been expressed in the Council's Literature Study Aids and in Open University film materials.

3.5 Because of the importance of English in business and other careers necessitating close international contact, it is difficult to enumerate the reasons why students opt to read English in such large numbers, though one may be the fact that the course of study is considered to require relatively little academic rigour. The intake of prospective teachers of English (who must, at the beginning of their course, declare their intention to teach) is now down compared with previous years.

3.6 Study of literature in depth really only begins at postgraduate level. But all degrees between the basic Fil.kand and the Doctorate have been abolished, and the number of doctoral students specializing in English literature is now very small. The major previous outlet for a PhD in English has been university teaching, for which at present few vacancies exist. A Doctorate is expected to take at least 4 years, and the thesis has to be publicly defended. Quite a lot of theses, incidentally, not only in English literature, but in technical subjects as well, are written in English.

3.7 The majority of research students in English spend short periods in either Britain or the USA (in roughly equal proportion), and the universities have some financial provision to fund their visits. Provision for sabbatical leave favours senior academics of professorial status at the expense of their more junior colleagues, a situation by no means peculiar to Sweden. The result is that relatively few members of departmental staff have had extended postgraduate study abroad (of these, the majority, including such eminent academics as Erik Frykman and Jan Svartvik, have carried out their overseas studies in Britain). There is, however, a growing interest in establishing links with British universities - 20 Stockholm students annually attend short 3-week courses at Birmingham by arrangement with Professor John Sinclair, and there is a rather loose link with Sussex and Gothenburg whereby students from the latter university, attending language courses at the Hove English Language Centre, have access to lectures at Sussex.

4. British Council

English Literature does not have high priority in Sweden, though in spite of our hitherto very modest resources we have this year allocated a Scholarship to a postgraduate research student in translation theory, a discipline spanning linguistics and literature, and in the recent past have had successful Council-sponsored visits to university departments and training colleges by Margaret Drabble, John Fowles and Peter Orr: all of these visits gave a needed stimulus to the study of English Literature, and certainly added to an already considerable interest in the works of the two novelists concerned. We have also been anxious to facilitate, whenever possible, participation in the annual Cambridge English Studies Seminar by well-qualified Swedish academics such as Dr Ann-Mari Hedbäck, who this year put forward an interesting proposal for regional seminars, which we support. Though over the stipulated age-limit for the Cambridge Seminar, Dr Hedbäck - in common with previous participants from Sweden - is highly appreciative of the intellectual stimulus she derived from it. Given a significant increase in our present resources, we would hope to allocate at least one specialist tour unit to literary studies every two or three years, and at the same time to give full consideration to worthy bursary applications. In this way, we expect to be able to develop the very good relations we now have with all six universities in Sweden.